



THE BEAUCHAMP COLLEGE

BEST

Beauchamp Extended Service Team

An Impact Tool To Show The Relationship Between Every Child Matters, Extended Services And Community Cohesion



Supporting your way forward

Extended Services, Community Cohesion and Community Engagement activities can have a variety of influences, effects and consequences on students, parents, staff and members of the community. We have identified a variety of impacts which can be there repercussions of taking part in a wide variety of activities and interventions.

How can Every Child Matters (ECM) link into

The following are Extended Service Activities that contribute to achieving significant contribution to more than one ECM outcome as well as meet the

Extended Services Core Offer

- 1a Primary schools: A varied menu of activities (Study Support) and childcare.
- 1b Secondary Schools: A varied menu of activities (Study Support) including offering students a safe place to be.
- 2 Parenting Support
- 3 Community Access
- 4a Swift and Easy Access – Schools

ECM Outcomes

- 1 Stay Safe
- 2 Healthy
- 3 Enjoying & Achieving
- 4 Economic Wellbeing
- 5 Positive Contribution

Extended Service activities that supports students in the five ECM outcomes

Extended Service Outcome

ECM Outcome

Community Cohesion

Extended Services and Community Cohesion

aspects of the five ECM key outcomes. Many activities do however make a Extended Service Core Offer and Community Cohesion:

Community Cohesion

By Community Cohesion we mean working towards a society in which :-

- 1 There is a common vision and sense of belonging by all communities
- 2 The diversity of people's backgrounds and circumstances is appreciated and valued
- 3 Similar life opportunities are available to all
- 4 Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community (schools, partnerships and local, regional, national and international community)

Impacts that have resulted from the Extended Service activities

Evidence of the impacts that has led to raising achievement and standards

EXTENDED SERVICES CORE OFFER

The Government aims for all schools to offer extended services, providing support for children, students, their families and the wider community.

The Extended Services Core Offer includes the following areas:-

1a) Primary Schools

A varied menu of activities (study support) and childcare

Activities can include extended learning opportunities, study support, out of school hours learning, revision, catch up and stretch classes, homework clubs, arts, dance, drama, crafts, sports, enterprise activities, special interest clubs, music tuition, modern foreign languages, volunteering and visits. This list is not exhaustive or prescriptive, but identify some examples. These activities can be combined with childcare where the school provides access to childcare, 8 am – 6 pm, five days a week up to 48 weeks a year, in accordance with its community's needs.

All of the above do not have to be provided directly by the school. There are significant benefits in working with existing or new voluntary, community or private sector providers in the local area or the local authority to provide these services.

1b) Secondary Schools

A varied menu of activities (study support), including offering students a safe place to be.

This section includes all of the above, but instead of childcare, parents value and want a safe place for their children to be out of school hours and in the holidays, where they can also get involved in positive and educational activities e.g. basketball coaching and clubs.

2) Parenting Support.

To meet this offer schools need to provide:

- Information sessions for parents of pupils joining Reception and on transfer to other schools, possibly at KS1, KS2, KS3, KS4 and KS5 or at various stages of a child's life.
- Information about nationally and locally available sources of information, advice and support.
- Access to parenting groups using structured evidence based parenting programmes, as well as more informal opportunities for parents to engage with the school and each other.
- Family learning sessions to allow children to learn with parents where there is demand following consultation.

Specialist schools might provide opportunities for parents and children to learn together in ICT, sports, arts or any other activity which brings families together.

3) Community Access

Where the school has facilities suitable for use by the wider community, it should look to open these up, where possible, to meet wider community needs. The school should take a role in supporting the development of sports and arts provisions, youth work, adult learning, information and communication technology (ICT) and other community based groups, clubs and society's.

4a) Swift and Easy Access – Schools

Schools, working closely with other statutory services and the voluntary and community sector, should have a focus on, and clear processes to support, early identification of, support and intervention for children and young people with additional needs and at risk of poor outcomes. This includes those with behavioural, emotional, health or other difficulties. This should be well embedded within, and supported by, the strategic planning and commissioning of the local authority and other Children's Trust partners including the Primary Care Trust.

Five key ECM Outcomes and five aims for each outcome

1. Stay Safe

- 1.1 Safe from accidental injury and death
- 1.2 Safe from maltreatment, neglect and sexual exploitation
- 1.3 Safe from bullying and discrimination
- 1.4 Safe from crime and anti-social behaviour in and out of school
- 1.5 Have stability and security and are well cared for

Parents, carers and families provide safe homes and stability

2. Healthy

- 2.1 Physically healthy
- 2.2 Mentally and emotionally healthy
- 2.3 Sexually healthy
- 2.4 Healthy lifestyles
- 2.5 Choose not to take illegal drugs

Parents, carers and families promote healthy choices

3. Enjoying and Achieving

- 3.1 Ready for school
- 3.2 Attend and enjoy school
- 3.3 Achieve stretching national educational standards
- 3.4 Achieve personal and social development and enjoy recreation
- 3.5 Achieve stretching national educational standards at secondary school

Parents, carers and families support learning

4. Economic Wellbeing

- 4.1 Engage in further education, employment or training on leaving school
- 4.2 Ready for employment
- 4.3 Live in decent homes and sustainable communities
- 4.4 Access to transport and material goods
- 4.5 Live in households free from low income

Parents, carers and families are supported to be economically active

5. Positive Contribution

- 5.1 Engage in decision making and support the community and environment
- 5.2 Engage in law abiding and positive behaviour in and out of school
- 5.3 Develop positive relationships and choose not to bully and discriminate
- 5.4 Develop self-confidence and successfully deal with significant life changes and challenges
- 5.5 Develop enterprising behaviour

Parents, carers and families promote positive behaviour

COMMUNITY COHESION

What is Community Cohesion?

By community cohesion, we mean working towards a society in which:-

- there is a **common vision** and **sense of belonging** by all communities
- a society in which the diversity of people's backgrounds and circumstances is appreciated and valued
- a society in which similar **life opportunities** are available to all
- **strong and positive relationships** exist and continue to be developed in the workplace, in schools and in the wider community.

What does this mean to the college/ school?

The college/ school has a part to play in promoting community cohesion through its approach to:

- **Teaching and learning**—teach students to understand others, promoting discussion and debate about common values and diversity.
- **Equity and learning**— removing barriers to access and participation, offering equal opportunities to all students to succeed at the highest level possible.
- **Engagement and ethos**—providing opportunities for students and their families to interact with others from different backgrounds.

Some examples are:

Teaching and learning

- a programme of curriculum based activities whereby students understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.
- support for students for whom English is an additional language to enable them to achieve at the highest possible level in English.
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Equity and excellence

- effective approaches in place to deal with incidents of prejudice, bullying and harassment.

Engagement and ethos

- partnership arrangements to share good practice and offer students the opportunity to meet and learn from other young people from different backgrounds.
- strong links and multi-agency working between the school and other local agencies, such as the youth support service, police, social care, health professionals, sporting and arts organizations.
- engagement with parents through coffee mornings, curriculum evenings, parent and child courses.
- provision of extended services and community use of facilities for activities that take place out of school hours, including adult and family learning, information and communications technology, and English classes for speakers of other languages.

IMPACT

What impact has resulted from your activity or intervention? (What differences are you seeing in young people's attitude, behaviour, achievement and attainment?)

Attendance/ Achievement:

- [] Student improvement brought about due to the school's specialism
- [] Events for students, parents and carers to celebrate student achievement and parent support.
- [] Students having improved attendance in lessons
- [] Students showing improved results
- [] Increase in attendance at school.
- [] Reduction in unauthorised absences
- [] Reduction in truancy
- [] Reduction in late marks
- [] Reduction in the number of permanent exclusions
- [] Increase in punctuality
- [] Increase in the number of pupils handing in their homework and coursework on time
- [] Increase in grades achieved in subjects against predicted grades
- [] Increase in number new skills learned by students.
- [] Increase the number of pupils achieving higher than predicted grades
- [] Increase level of concentration in the classroom
- [] Improved confidence in the use of Numeracy or literacy skills
- [] Increase in the number of pupils achieving higher than predicted grades/ levels in a specific subject area.
- [] Reduction in number of unauthorised absences following transition

Health & Wellbeing:

- [] Students, parents or carers embracing a healthier lifestyle.
- [] Students receiving confidential information, advice, guidance and support in response to health issues.
- [] Channels of communication have been developed where students feel confident approaching staff regarding issues such as bullying, health, curriculum etc.
- [] Providing safe and secure areas for young people to go where they can develop positive relationships.
- [] Students feeling confident to talk openly to health specialists.
- [] Whole Year groups undergoing a comprehensive health awareness day and being able to make informed judgements.
- [] School catering offering a range of healthy and affordable foods that meet student needs and canteen facilities open on a flexible basis.
- [] Educating students about drink drugs and giving them the confidence to say NO.
- [] Increased levels of self esteem, confidence and other personal qualities.
- [] Decrease in the number of instances of bullying
- [] Improved social skills
- [] Increase in the number of pupils opting for healthy lunch options
- [] Decrease in number of times chips, or similar food types, eaten in a week
- [] Students to receive support and advice regarding smoking cessation.
- [] Whole school immunisation programmes arranged for students as required.
- [] Students are able to receive confidential sexual health advice and information on a one to one basis.

- [] Students are supported through weight loss/ gain issues, including monitoring of BMI levels. .
- [] Access is providing to counselling services for students to support their emotional and mental health.
- [] Individual and on-going support is available for students with pre-existing conditions e.g. Diabetes.
- [] First Aid services are provided for all users of the college.
- [] Where necessary referrals for Child Protection purposes take place to ensure the students safety and wellbeing.

Sports:

- [] Students, parents and carers having an understanding of, and are participating in sporting opportunities in their community.
- [] Students accessing community sports and/or arts activities
- [] Increase in the number of pupils who bring their kit to PE lessons
- [] Reduction in the number of pupils being requesting to be excused from PE lessons
- [] Increase in number of pupils joining local clubs, fitness classes, leisure centre's, etc
- [] Increase numbers of students representing the school in sports teams.
- [] Increase in the number of pupils achieving National Governing Body sports awards, proficiency award, local school award, certificate of achievement, etc
- [] Increase in the number of pupils achieving Junior Sports Leader Awards, Community Sports Leader Awards, accreditation and other awards.
- [] Increase in fitness levels
- [] Increase in number of pupils joining a health related

activity class/gym

Behaviour:

- [] Reduction in the number of detentions, incidents of misbehaviour and inappropriate behaviour
- [] Reduction in the time spent dealing with issues at the start, middle and end of the day
- [] Improved behaviour in the classroom
- [] Increase in positive participation in lessons
- [] Improved attitude during lessons

Misc:

- [] Parents supporting their children's learning with a good understanding of homework and coursework deadlines.
- [] Students having a greater choice of progression routes.
- [] Increase in the number of young people wishing to take additional qualifications
- [] Increase in number of work placements
- [] Increase in number of pupils seeking employment in their chosen career
- [] Increased ability to work as part of a group or team.
- [] Increase in speaking and listening skills.
- [] Improved transition processes between Key Stages which is reflected in student feedback.
- [] Smooth and confident transition at the various key stages.
- [] Increase in the number of pupils volunteering to act as mentors/leaders within their own school

International

- [] Students will gain a greater cultural awareness and understanding.
- {] Students will become more open minded.
- [] Students will become more self-assured and confident they can undertake a gap year if they want to.
- [] Students will be able to give something back to society, and realise they can make a difference, no matter how small.
- [] Students will grow as individuals, reflecting on the attitudes and values which may result in a change in behaviours upon their return.
- [] Students will be able to recognise opportunity and make the most of them as they arise.
- [...]
- [] Students will become more tolerant and appreciative of other cultures.
- [] Students will recognise, compared to some countries, how lucky they are

Where is the evidence you have of the benefits that has led to raising achievements and standards?

- Attendance records
- Truancy records
- School registers
- Exclusion records
- Form tutor records
- Academic attainment records
- Behaviour or detention logs
- Teacher observation/feedback or tests
- Observations by local community/residents
- Teacher assessments
- Questionnaires/observations
- Feedback forms/questionnaires
- Coach records
- Coach observation of skill levels
- Records of awards
- Participants' diaries
- School records or feedback from participants
- Attitudinal questionnaires
- Questionnaires or feedback from participants, teachers, coaches or parents
- Feedback from school catering services
- Foundation stage profile
- Nursery nurse/teacher observations
- Records of participation
- Records held in local club
- Health records and other related health data

NOTES



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